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ABSTRACT

The six elements of Michigan's educational system analysis are presented. General objectives of the 1971-72 assessment program are to provide: 1) state level public information; 2) information to local school systems; 3) information to students and parents; 4) information regarding the process of education. 1971-72 changes in substantive and procedural aspects of the program are also discussed. (MS)

ED 059257

objectives and procedures

THE FIRST REPORT OF THE 1971-72 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

MICHIGAN DEPARTMENT OF EDUCATION OCTOBER 1971

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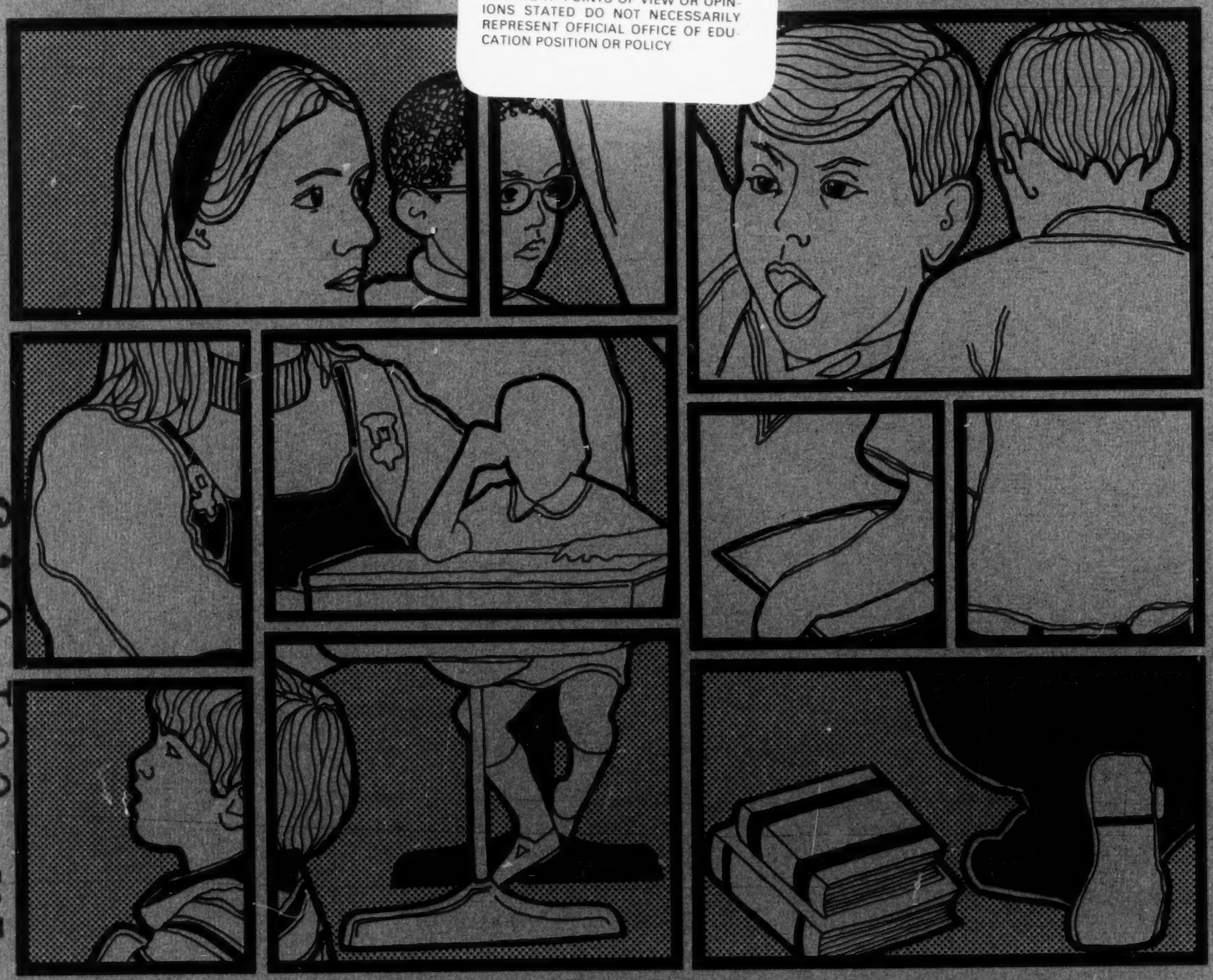

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FOREWORD

The Michigan Educational Assessment Program was initiated by the State Board of Education, supported by the Governor, and funded by the Legislature initially through enactment of Public Act 307, of 1969, and subsequently under Public Act 38 of 1970. The ultimate goal of the Program is to provide educators and citizens with information regarding the status and progress of certain aspects of Michigan's public educational system so that they may make more informed decisions about education in the State. For 1971-72 the specific goal of the educational assessment program is again to provide information relative to schools and district resources, student background, and student/school performance in the basic skills.

The purpose of this report, the first in the 1971-72 series, is to provide local school district officials with information about the 1971-72 Michigan Educational Assessment Program. The Michigan Educational Assessment Program is not to be viewed as an evaluation of Michigan schools. Instead it is to provide information on school student needs which along with other information may identify for citizens and local school officials the needs of local schools and children. Specific evaluations of the areas so identified may be initiated by local school people in order to determine the need and extent to which changes in curricula and resource allocations are justified. Thus, the educational assessment data may contribute to the improvement of educational programs for Michigan children and youth.

Thanks are due to a large number of individuals and groups for making the Michigan Educational Assessment Program a reality; the State Board of Education for proposing it, the Governor and legislature for actively supporting it, and the Michigan educators for assisting with it. The Program was designed and administered by the Research, Evaluation and Assessment Services, Michigan Department of Education, with the assistance of Educational Testing Service, and counsel of several ad hoc advisory groups.

John W. Porter
Superintendent of
Public Instruction

OBJECTIVES AND PROCEDURES OF THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM 1971-72

INTRODUCTION

The State Board of Education is committed to improved education for all children and youth in Michigan. In order that this commitment may be met, the current educational system must be analyzed and the deficiencies identified and remedied. The State Board has adopted an analysis process or model having six elements or thrusts designed to provide information about the system. The use of this information in educational decision making will provide the basis for system changes designed to improve the responsiveness of the system to the needs of children and youth. The six basic elements in the analysis process are:

1. The Identification of Common Goals

   The common goals are a set of statements of broad direction and general purpose for Michigan's educational system. These goals do not encompass all of the purposes for each school in the state, and must be supplemented with additional goals that may be unique to a given district or school.

2. The Development of Performance Objectives

   Performance objectives are statements of minimum expectations for children as they reach certain checkpoints in the educational system. These specific statements in reality are what

educators and citizens believe to be the essential ingredients of a quality educational program.

3. Assessment of Needs

Assessments are soundings of the status of the educational system. These soundings are designed to determine how well children and youth are doing in terms of the performance objectives. The information resulting from the assessment should assist educators and citizens in the review of program offerings.

4. Analysis of Delivery Systems

Delivery system analyses are concerned with the mix of the human, financial and material resources that go to make up educational programs. The results of the analyses should provide information about how the educational system uses its resources to respond to the previously defined needs of children and youth.

5. Evaluation

Evaluations at both the state and local levels are designed to determine the effectiveness of new programs in meeting the needs of children and youth. The information from the evaluations will provide a basis for judgements about continued resource allocation to the program.

6. Recommendations for Improvement

Recommendations for improvements are anticipated as the result

of the information obtained in the previous five elements. The recommendations should specify changes in the system which would improve, on a broad scale, the system's responsiveness to the needs of children and youth.

Information requirements of each of the six components must be tailored to the nature, source and intended use of the information and the collection methods used to obtain it.

For instance, the information required to identify the Common Goals of Michigan Education was compiled through the efforts of a citizen task force and reviewed by citizens at public meetings during the past year. The State Board revised the goals as a result of suggestions from citizens and adopted the Common Goals of Michigan Education on September 7, 1971. Each school district is being asked to adopt a set of Common Goals for Education by January, 1972. Thus, the educational goals for individuals and for the system will have been identified and the general areas toward which the educational system must work to successfully serve the children, youth and adults of Michigan will be marked out.

In regard to the second step in the program, performance objectives for the common goals, the State Board has approved the establishment of thirteen commissions--one for each grade level in the system--and is planning to appoint commission members during the Fall of 1971. The task of these commissions during the next year will be to develop criteria to measure the degree to which specific objectives within the common goals are being met. These criteria are called "performance objectives." These performance objectives will provide the

information to answer the question: "How can it be determined if the educational system is working toward the common goals?" This question will be answered in terms of both student competence and in terms of system responsiveness.

At the state level, the information for step three of the educational improvement program is supplied by the Michigan Educational Assessment Program (MEAP). The role of such assessment is the identification of student needs in terms of the performance objectives. The past two years, and again in 1971-72, the MEAP has provided information relative to the needs of children and youth in the curricular areas of communication and mathematics skills. In the future, assessments of social science, science, fine arts, health and physical education and occupation skills will provide information to identify needs in those curricular areas; additionally, work will proceed to add measures of need in the so-called "affective and psychomotor domains." Other information now reported by the MEAP includes human and financial resource data for each school system in the state. The information from the Michigan Educational Assessment Program, thus, will provide information to answer the fundamental question: "How are students doing in terms of stated performance objectives?"

The fourth step, delivery system analysis, investigates the way some systems are adapting their programs to better meet the needs of children and youth. Just as needs assessment measures the level of competence of students, delivery system analysis applies performance objectives to analyze the response of the system to student needs.

The Instructional Specialist Program in the Department of Education has identified seven critical areas of student instruction: 1) communication skills, 2) mathematics skills, 3) social science skills, 4) science skills, 5) fine arts skills, 6) health and physical education skills, and 7) occupation skills. The instructional specialists plan to assist local districts in analyzing the de'ivery system for each instructional area to provide information about the use of resources in the educational system.

The fifth step of the improvement program, evaluation, will provide information about the changes in the system. Future independent evaluations--conducted principally at the local level--should determine program success and offer reliable suggestions for improving the responsiveness of the system to the needs of children and youth. Thus, information will be made available from evaluations to partially answer the fundamental question: "How can Michigan's educational system be changed so that it better responds to the needs of all those it serves?"

The sixth element in the State Board's six step program, proposing recommendations, draws on all five of the previous components, but particularly on number five. The recommendations to the educational community will suggest the adoption of successful experimental or demonstration programs as identified by information from the previous components.

This final component is of prime importance but it would be of little value if the other five activities were not carried out effectively. Each component makes a necessary and unique contribution to realizing the improvement of the responsiveness of Michigan's educational system to the needs of the children and youth.

The State Board's six point program is appropriate to and may be applied at all levels of educational instruction and governance. While the elements are not in themselves novel and, whether consciously or intuitively, generally make up the problem solving activities in which educators engage; the commitment of a state's entire educational system to such a program of coordinated improvement is new. However, the assumption of responsibility by individuals at all levels of the educational system for the success of the program must accompnay this commitment if the program is to be carried forward.

In order to apply the State Board's six point program at the local level, the activities of each of the six components must be carried out in terms of the district's particular circumstances. As an example, the role of the Michigan Educational Assessment Program at the local level is to provide basic information which can guide local officials. The local officials, however, will determine for themselves the areas of student need and system operation which require extensive examination.

SECTION I

OBJECTIVES OF THE 1971-72 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

The immediate goal of the Michigan Educational Assessment Program is to provide educational decision makers throughout Michigan with basic information regarding the extent to which children and youth are acquiring skills in two of the seven basic instructional areas. Four objectives were drawn from this goal and guided the Michigan Educational Assessment Program in 1970-71. The data which the program gathered were presented in formats appropriate to these objectives. Since the State Board's adoption in 1971 of the six point program for educational improvement, the role of the Michigan Educational Assessment Program has been further clarified and the four objectives further defined. As in 1970-71, the 1971-72 objectives identify the individuals and groups for whom assessment information is provided and the uses for which the information is intended. The further definition has occurred in describing the uses in terms of the role of assessment in the activities of the State Board's six point program. In general, assessment information is intended for use in the third element, needs assessment, and the fourth element, delivery system analysis, of the State Board's program. Since the Board's program is appropriate to and applicable at all levels of educational governance and instruction and since the information requirements vary at the different decision making levels, assessment information must be readily usable by individuals and groups at these levels.

In order to further the activities of the third and fourth elements of the State Board's six point program, the 1971-72 Michigan Educational Assessment Program will gather and report three basic kinds of information which describe Michigan's educational system: (1) school and school district characteristics (including student population and background characteristics); (2) educational resources (including data descriptive of finances, instructional staff, educational programs, and educational practices); and (3) student and school performance (including data descriptive of attitudes, dropout rate, and achievement in basic skills).

This information will be gathered from three sources: (1) an anonymous pupil background and attitude questionnaire which will be administered to all fourth and seventh grade public school students; (2) records held in the Department of Education; and (3) a basic skills achievement battery that will be administered to all fourth and seventh grade public school students.

Providing State Level Public Information

Objective One.

The Michigan Educational Assessment Program will provide the State Board of Education, the Executive Office, the Legislature and citizens with information which contributes to an understanding of the educational needs of Michigan's school children and the analysis of the educational system's responses to these needs.

Rationale.

In recent years, it has become increasingly evident to both professional educators and the general citizenry that reliable information concerning progress in education is scarce. As the costs of education climb and property taxes become more burdensome, the demand for performance indicators in the field of education increases. Ralph Tyler writes:

> In making wise decisions, dependable information about the progress of education is essential; without it we scatter our efforts too widely and fail to achieve our goals. Although we recognize the need, we have not yet met it. We do not now have the comprehensive and dependable data required. We have reports on numbers of schools, buildings, teachers, and pupils; we have data on the monies expended; but we lack sound and adequate information on educational results. Because dependable data are not available, the public relies on personal view, distorted reports, and journalistic impressions in forming its opinion, and the schools are both frequently attacked and frequently defended on the basis of inadequate evidence. Only a careful, consistent effort to obtain valid data about the progress of American education will correct this situation.[1]

Methodology.

In order to meet the first objective of the educational assessment program, answers to two specific questions will be sought. These questions and the tentative methodologies that will be used in answering them are presented below.

1. What are the levels of basic skills achievement and of other educational assessment measures in Michigan, in Michigan's community type and district sizes, and in each of Michigan's school districts?

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[1]Ralph W. Tyler, "Assessing the Progress of Education," paper presented at the symposium on Measurement of Quality in Education at the 132nd annual meeting of the American Association for the Advancement of Science, Berkeley, California, December 29, 1965.

Educational assessment will provide information from which answers to this question may be drawn for the state and the state's community type and district sizes in the form of tables displaying summaries of the data. By using these tables, it will be possible to compare the levels on the same measures of districts in different types of communities and of districts with different sizes of student population.

Information descriptive of individual districts for each of the assessment measures will be presented in tables which list districts alphabetically by community type served. The measures will be reported in two or three ways. First, a score will be reported for each measure. For example, the percent of teachers with master's degrees, the average years of teaching experience, the pupil-teacher ratio, the K-12 instructional expense per pupil (in dollars), and the average score of students on reading will be reported. Second, these scores will be reported in terms of their position on a percentile distribution of Michigan school districts. Third, the percent of fourth and seventh grade students who scored in each decile on composite achievement will be reported for each district.

2. Do associations exist among the educational assessment measures? Information to answer this question will be provided in tables which display correlation coefficients computed for each pair of educational assessment measures.

Information contained in these tables will enable a further understanding to be had of the associations among such measures on percent of teachers with master's degrees and basic skills composite achievement. Although this information cannot support hypotheses of cause

and effect among the measures, it will point out areas that merit furthur and more intensive examination. This will be helpful in the analysis of the state's educational delivery system since this activity will identify, among other things, relationships among specific kinds of resource allocations and the equality of educational opportunities for the state's school children.

Providing Information to Local School Systems

Objective Two.

The Michigan Educational Assessment Program will provide citizens and educators in every school system with information regarding their district and its schools. This information will contribute to an understanding of the educational needs of their district's school children and the analysis of their district's responses to these needs.

Rationale.

As was indicated above, several studies have shown differences in educational offerings among the state's school districts. Those studies --and others--have also shown disparities in educational program offerings within school districts. For example, Sexton in her study of a large Michigan city, provided evidence of significant class-related differences in the quality of educational programs among schools.[2]

Data from large-scale educational assessment efforts are also useful in the improvement of all aspects of educational curricula. For example, assessment information can identify strengths and weaknesses in certain areas of school performance.

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[2]Patricia Cayo Sexton, Education and Income: Inequalities in Our Public Schools (New York: Viking Press, 1964).

Methodology.

It is planned that local educators will be provided with assessment information and explanatory materials from the 1971-72 educational assessment. Two basic kinds of explanatory materials will be provided: (1) norm tables that may be used to display local assessment data and (2) information that explains the meaning of the assessment measures, their limits, and their uses.

The educational assessment materials may be used to answer two questions at the local level. These questions and tentative methodologies to answer them are presented below.

1. What are the levels of basic skills achievement and of other educational assessment measures in the school district in relation to other districts? Local educators may answer this question by displaying data for their school district on norm tables that will be included with 1971-72 educational assessment results.

2. What are the levels of basic skills achievement and of other educational assessment measures in each school of the school district? Local educators may answer this question by displaying data for each school of their district. Again, norm tables will be provided for this purpose together with 1971-72 educational assessment results. These data should indicate which schools within a district have need of additional educational resources and improved educational programs.

Two points made in Section I are especially relevant here. First, it is the responsibility of local officials to apply the State Board of Education's six element program to their district. Second, the findings of the Michigan Educational Assessment Program should be used as

guides for local officials as they investigate in detail the responsiveness of their district to its students' needs in terms of agreed upon performance criteria. The information provided to answer this question should highlight those areas requiring special attention in local efforts to apply the Board's program.

Providing Information to Students and Parents

Objective Three.

The Michigan Educational Assessment Program will provide school districts with basic information regarding students that will help the students, their parents, and educators to assess their progress. Additionally this information will be used by districts to identify students who have extraordinary need for assistance to improve their competence consistent with the agreed upon performance objectives.

Rationale.

Information regarding the educational needs of individual children can assist professional educators to design individually appropriate learning experiences for children and youth. Such information is particularly useful in identifying students who have unusual need for assistance to improve their performance in essential skill areas. Most schools have a number of students who are not able to read, write, and/or deal with mathematical concepts at desired levels. It is probable that these children will not be able to participate fully in American society without ability in the basic skills. Following the State Board's six

point program, all local district officials have the responsibility of seeking an answer to a most important question: What can be done to ensure that every child who attends school develops competence in the basic skills?

The data on individual levels of competence reported by the Michigan Educational Assessment Program will identify students whose needs are not presentlv being met. It is then up to local officials to investigate the specific needs of these students and the responsiveness of the district's programs to these needs.

Methodology.

Local educators will be able to answer one question regarding each student who completes the achievement battery.

1. What are the levels of educational attainment of each child who completes the achievement battery? Individual achievement results will be reported in terms of: (1) the pupil's scores on the different sections of the battery, and (2) the pupil's relation to other pupils who complete the battery.

Providing Information Regarding the Progress of Education

Objective Four.

The Michigan Educational Assessment Program will provide citizens of Michigan with information regarding the progress of the Michigan educational system as a whole, and the progress of its school districts and schools over a period of years.

Rationale.

As was stated above, a most important question facing the state --and local school districts--is the equalization and improvement of educational programs and student performance. By conducting an annual educational assessment it will be possible to measure the degree to which equalization and improvement are actually taking place.

Methodology.

In order to facilitate comparisons over time, parts of future educational assessment batteries will be similar to those administered in 1969-70 and 1970-71. Additionally, many of the measures descriptive of educational resources will be similar or identical on an annual basis.

Two questions will be used as a guide to the fourth objective. These questions and tentative methodologies to answer them are provided below.

1. Are the levels of achievement and of other educational assessment measures improving over time among the state's school districts? This question is concerned with the level of educational assessment measures. It will be possible to ascertain improvement in the level of performance by comparing the percent of children who perform at particular levels in the basic skills over time.

2. Are the levels of achievement and of other educational assessment measures improving over time within the state's school districts?

The above question is concerned with the statewide level of educational assessment measures. This question is also concerned with the quality and equity of educational opportunities--but at the local level. Hence each district will be able to tell how much its educational program is improving over time by comparing the assessment results from its schools on an annual basis.

SECTION II

SUBSTANTIVE AND PROCEDURAL ASPECTS OF THE 1971-72 MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

In this section, questions and answers are presented which deal with substantive and procedural aspects of the 1971-72 educational assessment program. For the most part, these questions center on changes between the 1970-71 and 1971-72 educational assessment programs.

Substantive Issues

Four questions regarding the substance of the 1971-72 Michigan Educational Assessment Program are answered below.

1. What are the major changes in substance between the 1970-71 and 1971-72 administrations of the Michigan Educational Assessment Program? There is one major substantive change in the 1971-72 educational assessment effort. This is the further clarification of the overall role of the Michigan Educational Assessment Program in the State Board of Education's six step program for improving the state's educational system. As was pointed out in Section I, the information provided by the assessment effort will be used in the activities supporting the assessment of student/school needs. In light of this responsibility, the objectives of the educational assessment program have been more clearly defined.

2. What measures will be used in the 1971-72 program and how will they be classified? Three main types of measures will be compiled and analyzed in 1971-72: student background measures; school resource measures; and student/school performance measures. These are the same as were reported in the Michigan Educational Assessment Program for

1970-71 at the school and district level. A tentative list of the 1971-72 educational assessment measures is presented in Figure 1.

3. What will be the content of the academic portion of the 1971-72 educational assessment battery and how will that portion of the battery be scored for individual pupils? The academic portion of the battery will yield five scores. Provided are measures of (1) word relationships (formerly called "vocabulary"), (2) reading, (3) mechanics of written English, (4) mathematics, and (5) composite achievement. The scores provide information in two of the seven basic instructional skill areas recently selected by the Department of Education for development of detailed performance objectives.

A program of item and test development has been initiated to create or improve measures in as many as possible of the seven instructional skill areas of: (1) communication skills; (2) mathematics skills; (3) social science skills; (4) science skills; (5) fine arts skills; (6) health and physical education skills; and (7) occupational skills. Conducted by committees of Michigan teachers with technical assistance from Educational Testing Service, this item and test development effort is focusing first upon renewal and revision of the existing tests. If recommended support levels are approved, the development of tests in the remaining skill areas will proceed on a high priority level. It is expected that by the school year 1973-74 measures in some of the remaining areas will be a reality.

FIGURE I

A TENTATIVE LIST OF THE TWENTY-FOUR MEASURES TO BE REPORTED AT THE DISTRICT OR SCHOOL LEVELS

MEASURES	DISTRICT	SCHOOL
I. School Resources		
A. Human Resources		
(1) Pupil-Professional Instructional Staff Ratio	X	X
(2) Pupil-Teacher Ratio	X	X
(3) Average Years Teaching Experience	X	
(4) Percent of Teachers with Master's Degree	X	X
(5) Average Contracted Salary of Teachers	X	
B. Financial Resources		
(6) State Equalized Valuation per Resident Pupil (1970-71)	X	
(7) Local Revenue per Pupil (1970-71)	X	
(8) State School Aid per Pupil (1970-71)	X	
(9) K-12 Instructional Expense per Pupil (1970-71)	X	
(10) Total Current Operating Expense per Pupil (1970-71)	X	
(11) Elementary Instructional Expense per Pupil (1970-71)*	X	
II. Student Background		
(12) Percent of Racial-Ethnic Minority Students	X	X
(13) Students' Estimate of Socioeconomic Status	X	X
III. School/Student Performance		
A. Attitude Measures		
(14) Importance of School Achievement	X	X
(15) Self-Perception	X	X
(16) Attitude Toward School	X	X
B. Basic Skills Measures		
(17) Word Relationships	X	X
(18) Reading	X	X
(19) Mechanics of Written English	X	X
(20) Mathematics	X	X
(21) Composite Achievement	X	X
C. Dropout Rate		
(22) School Dropout Rate (1970-71)	X	
IV. School or District Size		
(23) Number of Students in School		X
(24) District State Aid Membership	X	

*This measure is newly added since the 1970-71 educational assessment program.

The 1971-72 tests will resemble their 1970-71 counterparts, with some evolutionary changes. The content on which the five scores will be based is indicated below:

Word relationships: The word relationships portion of the educational assessment battery measures knowledge of the meanings of words and understanding of relationships among words and concepts. This is accomplished through use of verbal analogy items. Three of the advantages of including the word relationships measure in the assessment battery are: (1) a number of authorities regard a test of verbal analogies as an appropriate measure of pupil ability and, hence, a suitable measure for assessment; (2) the measure provides the sole line between norms from the MEAP and national norms; and (3) the word relationships measure provides a useful alternate basis for equating scores on tests which are revised from year to year.

Reading: The reading portion of the educational assessment battery measures the ability to read. It measures performance in handling: Word Relationship items, including synonym, associative, and illustrative; Sentences, including inferences and comprehension items; and Reading Comprehension, including factual (explicit) and interpretive (inference) items.

Mechanics of written English: This portion of the battery measures knowledge of written English. It measures performance in: Spelling, including misunderstanding of rules for word formation; misunderstanding of rules for word transformation, reversing of letters, common mispronunciation, and spelling by sound alone; Effectiveness of Expression, employing questions which ask the student to demonstrate his sensitivity

to language by selecting the wording which, in addition to being grammatically correct, is best in sentence structure and word order and is most precise and appropriate in idiom and diction; Grammar and Usage, including subject-verb agreement; verb forms, double negative, adjective/adverb confusion, adjective forms, pronoun forms and pronoun-antecedent agreement (7th grade only); Punctuation and Capitalization, including capital letter, period, question mark, comma, quotation marks, apostrophe, and semicolon (7th grade only).

Mathematics: The mathematics portion of the battery measures mathematics achievement. It measures performance in: Number and Operations, including operations with integers, place value, properties of integers (divisibility), proper fractions, decimals and percents (7th grade only), properties of operations (commutative, associative, distributive, closure), estimation (4th grade only), special properties of zero and one and average (7th grade only); Computation; Geometry and Measurement, including units of measure, perimeters and areas of simple polygons, scale drawings and maps (7th grade only), properties of polygons, and the circle, angles and intuitive ideas of geometry (7th grade only); Relations, Functions, Graphs, including use of mathematical formula and reading and interpreting graphs; Logical Thinking, intuitive ideas; Mathematical Sentences, including equations and inequalities; Applications, word problems.

Composite achievement: The scores in reading, mechanics of written English and mathematics are averaged together with equal weight to yield a composite achievement score.

The educational assessment battery will be scored and reported for individual students as it was in 1970-71. Wherever possible scores will be reported in three ways: (1) a raw score which indicates the number of items to which the student gave correct responses; (2) a standard score which may be used to compare an individual student's attainments on the four measures; and (3) a percent below score which indicates the percent of all students completing the battery who had lower standard scores. The composite achievement score will be reported for each student in two ways. Since these composites are found by averaging standard scores, only average standard scores and percents below can be reported for these educational assessment measures.

4. What steps are being taken to develop test items for the assessment battery that reflect the Common Goals of Michigan Education? The development of such test items is the final step of a process that entails identification of goals, development of objectives based on the goals, and specification of test items based on the objectives. At this time, goals have been identified and the State Board's Council on Elementary and Secondary Education and the Board's grade level commissions will soon engage in the development of objectives. Panels composed of local educators and subject matter specialists have been appointed in each subject matter area at each grade level to originate test items consistent with the objectives developed by the Council and its Commissions. A number of the new items (or questions) will be included in an "experimental section" in the 1971-72 assessment battery. Responses to these new items will not be counted in arriving

at students' scores but will be used to determine the appropriateness of the items for inclusion in the 1972-73 assessment battery.

Procedural Issues

Eleven important questions regarding the procedures of the 1971-72 Michigan Educational Assessment Program are answered below.

1. What are the major procedural changes between the 1970-71 and 1971-72 administrations of the Michigan Educational Assessment Program? There is one major change. The local district has the option (if it wishes) to substitute code letters for student names on the assessment battery answer sheets. These letters may be assigned by the local district with the key linking pupils' names to their code letters remaining with local district officials. Neither the Michigan Department of Education nor the Educational Testing Service would have access to this key. As an additional measure of security local district officials will not only send the assessment battery answer sheets directly to the Educational Testing Service for scoring as they have in the past but the pupil rosters and labels displaying individual pupil scores, whether identified by name or code letters will also be mailed directly from the Educational Testing Service to local school districts. The Department of Education is instituting this procedure in order to ensure the confidentiality of individual pupil results.

2. Who will conduct the 1971-72 program? The 1971-72 program will be conducted by the Research, Evaluation and Assessment Service, Michigan

Department of Education with the assistance of Educational Testing Service, Princeton, New Jersey, and the advice of the Council on Elementary and Secondary Education, and a number of ad hoc advisory groups.

3. Will all Michigan districts be included in the 1971-72 program? Yes. All public school districts with pupils in grades four and/or seven will be included in the 1971-72 program.

4. Which fourth and seventh graders will--and will not--be given the 1971-72 educational assessment battery? Most fourth and seventh graders will take the assessment battery. Questions which have been raised regarding several specific groups of students are discussed below.

Not to be Tested

Students who are confirmed Type A mentally handicapped are not to be tested whether or not a program is provided for them by the district. Other handicapped students (e.g., hard of hearing, physically handicapped, educable mentally retarded, emotionally disturbed) who receive instruction in communication and mathematics skills in special classes for the handicapped are likewise not to be tested.

To be Tested

Students currently assigned to and receiving instruction in remedial reading classes will take the assessment battery. Also, students receiving itinerant services (e.g., hard of hearing, physically handicapped, educable mentally retarded, emotionally disturbed, and those

with speech impediments) in addition to instruction in the regular class program in the areas of communication and mathematics skills will take the assessment battery.

Students in non-graded programs who are identifiable as fourth or seventh graders will take the assessment battery. Students whose grade level cannot be determined should be included if they are in their fourth or seventh year beyond kindergarten.

Pupils in the public schools on a shared time basis from nonpublic schools will take the assessment battery if they are in public schools for instruction in communication and mathematics skills. If only certain of these skills are taken in public schools, the student may (a) take only those aspects of the battery for which he/she receives public school instruction or (b) at the option of the local district, be excluded from taking the battery.

5. How long will it take to administer the assessment battery? The basic skills and the word relationships portion of the battery are estimated to take a combined total of approximately 110 minutes of actual working time for completion. It is estimated that the pretest and the student background portions of the battery will take about 60 minutes to complete. It is therefore recommended that the battery be administered in three sessions as will be outlined in the Examiner's Manual to be provided with the assessment materials.

6. What steps are being taken to assure some degree of statewide standardization in administration? The superintendent in each K-12 school district has been asked to designate a local district coordinator. It will be the responsibility of local district coordinators to: (a)

receive the materials; (b) distribute them to buildings; (c) train the test administrators; (d) collect the used and unused materials (both the answer sheets and the booklets); (e) destroy the used and unused booklets and unused answer sheets to protect the security of the test content; and (f) prepare for return to Educational Testing Service the used answer sheets, school coordinators reports, and local district coordinator reports requested in the Examiner's Manual. In addition, the coordinator will answer (or relay to the Department of Education) questions that arise in his district concerning the program, the materials, or their intended use. Finally, he will certify to the Department of Education the destruction of the designated materials.

In non-K-12 districts, the function of the local district coordinator will, in general, be performed by a coordinator designated by the intermediate district superintendent. An intermediate district contact person has been appointed in each of the intermediate districts that serve one or more non-K-12 districts. These persons in intermediate districts will serve in a capacity similar to that of a local district coordinator in the K-12 districts. Coordinators will also be assigned in each school. These school coordinators will report to the local district coordinators.

Three manuals are being written to assist these individuals concerned with the assessment program: (a) the Local District Coordinators' Manual; (b) the School Coordinators' Manual; and (c) the Examiner's Manual. The procedures outlined in these manuals attempt to ensure statewide standardization in the administration of the assessment battery.

7. Who will administer the educational assessment battery? It is the responsibility of the local district officials to arrange for facilities, allocate time, and determine the other administrative necessities involved in the administration of the assessment battery. The educational assessment battery will be administered by the classroom teacher in most typical fourth grade settings. In the seventh grade, the battery may be administered in classrooms by teachers (with periods extended to accommodate the length of the testing period) or the test may be administered by a principal or counselor to a large group assembled in a cafeteria, library, or (if adequate lighting and work surface are present) in an auditorium.

The persons chosen to administer the battery will be selected by local school officials and notified well in advance of the administration date and will be supplied with the necessary materials and trained in their use.

In 1970-71, assessment staff monitored the administration of the educational assessment battery in a sample of school districts. The reports indicated that the administrations were carried out smoothly. In 1971-72, a sample of school districts will again be carefully monitored in order to assist district officials and maintain the growing uniformity in administration. As in 1970-71, these monitors will be staff members of the Department of Education.

8. When will the assessment battery be administered? The first two full weeks of January have been designated for administering the battery. The directions for administering the battery have been written on the assumption that the battery will be given in three

sessions.

While few limitations are imposed on the scheduling of the battery within the designated period, two considerations should be borne in mind. First, by scheduling the battery early in the two-week period, time will be left to hold a make-up administration for any who missed one of the regular administrations. Second, it is generally believed that pupil performance on achievement batteries is adversely affected by such things as "Monday morning stupor" and "Friday afternoon itch." To the extent that these conditions can be predicted, it seems wise to schedule the battery to avoid them. Each district will need to review its own calendar to determine the best time for its own pupils. Districts with irresolvable time conflicts should notify staff of the educational assessment program, Department of Education (Telephone: 517--373-1830) so that alternate dates may be worked out.

9. How will quantities of assessment materials needed and shipping methods be determined? An order for materials will be sent to each district for completion. Each local district coordinator will be asked to: (a) furnish a correct address to be used for shipment of materials; (b) confirm the accuracy of the names of schools that will be testing fourth or seventh grade pupils; (c) report any delivery problems encountered last year; and (d) indicate the numbers of fourth and seventh grade pupils in each school.

10. When will the assessment materials be mailed and to whom? To whom should they be returned? In all K-12 districts, the assessment battery and accessory materials will be shipped on or about December 18, by Educational Testing Service to a local district coordinator who has been designated by the school superintendent.

In non-K-12 districts, the materials will be sent by Educational Testing Service to the appropriate intermediate district contact person who will perform the functions of the local district coordinator for the non-K-12 districts in the intermediate district. In a few of the larger non-K-12 districts, a local district coordinator has been designated who will receive materials directly from Educational Testing Service.

A school coordinator for each school within the district will need to be appointed by each local district coordinator. The school coordinator is responsible for all materials supplied to him by the local district coordinator.

After the administration, the educational assessment batteries and answer sheets, both used and unused, are to be returned by U. S. Mail to the local district or intermediate district coordinator from whom they were secured. That coordinator will be responsible for all materials supplied to him.

11. How--and when--will results from the 1971-72 educational assessment be reported? As is indicated in the first section of this paper, three general types of data will be reported in 1971-72: (1) data regarding the educational achievement of individual students; (2) data regarding individual districts and schools; and (3) data regarding large groups of districts, schools, and students. It is planned that the data regarding individual students will be reported by April 1, 1972; that data regarding individual districts and schools

will be reported by May 1, 1972; and that reports of data regarding groups of districts, schools and students will follow. These latter reports will include: (1) Levels of Educational Performance, and Related Factors in Michigan; (2) Correlations of Educational Performance and Related Factors in Michigan; (3) Educational Assessment and School or District Enrollment; (4) School District Results for 1971-72; (5) Educational Assessment: A Comparison of the First Three Years Results; and (6) Educational Assessment Technical Report: 1971-72.